

21st Century Community Learning Centers Program

Application for Grants

CFDA # 84.287

Office of Elementary and Secondary Education
Washington, DC 20202-6175

Fax: 202-260-3420
e-mail: 21stCCLC@ed.gov
Website: www.ed.gov/21stcclc

Applications Due: March 30, 2001

Deliver to:
21st Century Community Learning Centers
Attn: CFDA No. 84.287
U.S. Department of Education
Application Control Center
Regional Office Building 3, Room 3633
7th & D Streets, SW
Washington, DC 20202-4725

Form Approved
OMB No. 1850-0711, Exp. Date 11/30/2001

December 21, 2000

Dear Applicant:

Thank you for your interest in the *21st Century Community Learning Centers Program* (CFDA No. 84.287). The purpose of this program is to provide grants to inner-city and rural schools that are working in partnership with organizations in their community to provide expanded learning and enrichment opportunities outside of the regular school hours for children and adults.

Under this competition, the Secretary intends to make approximately 400 new grant awards. These awards will be made only to inner-city or rural public schools, school districts, or agencies that are considered to be school districts under state law. Because there is neither a statutory nor a regulatory definition of an *inner-city or rural school*, applicants are asked to determine and justify the category to which they belong. In selecting applicants for funding, the Secretary strongly encourages projects jointly submitted by school districts and community organizations with experience in providing before- or after-school services. The Secretary will only fund projects that provide significant expanded learning opportunities for children and youth, and all applicants must discuss how they will assist students to meet or exceed state and local standards in core academic subjects. Finally, the Secretary will give competitive preference to projects that provide services to Empowerment Zones or Enterprise Communities.

The closing date for this competition is **Friday, March 30, 2001**. Applications must be **received or postmarked** by that date to be eligible for review. The U.S. Department of Education (ED) requires applicants to submit an original and two copies of an application. However, it has been our experience that the review process can be completed faster if all applicants voluntarily **submit an original and four copies** of the application package. Upon receipt of your application, the Department's Application Control Center will assign your organization an identification number, which will be returned to you via a notification of receipt. Always refer to this number in any further correspondence concerning your application. Applications will be reviewed by panels of experts based on the selection criteria in this package. We anticipate that awards will be announced on or around May 31, 2001.

Currently, there are 903 grantees in the 50 States, Puerto Rico, the Virgin Islands, the District of Columbia, and the Federated States of Micronesia. These grantees support programs in approximately 3,600 schools (half are in rural locations and the other half in inner-city schools) and serve about 615,000 children and 225,000 adults. Statistics gathered from the grantees show that about 75 percent of the participating schools are very high-poverty, and about 18 percent of the project participants are limited English proficient. To find specific details about each current grantee, visit our website at www.ed.gov/21stcclc.

All 21st CCLC grantees offer expanded learning opportunities for children as well as services for other community members. The typical afterschool program operates just over 17 hours per week and about two-thirds of the programs offer summer services, averaging about 30 hours per week. The types of services offered to participants vary from site to site, but generally include reading enrichment and literacy assistance (nearly every program), tutoring and homework assistance (83 percent), math enrichment (80 percent), science enrichment (66 percent), technology and telecommunications programs (80 percent), music or arts programs (62 percent), nutrition and health activities (74 percent), recreational activities (89 percent), and English as a Second Language instruction (28 percent).

This application package contains all of the forms and instructions necessary to apply for a grant under the 21st Century Community Learning Centers Program. Please review the enclosed materials and carefully follow the instructions for completing the grant application. The average preparation time for completion of a grant application is 24 hours. Remember to submit your completed application to the Application Control Center—the correct address is shown on the title page of this package. Before you submit your application, review the application checklist in this package to ensure that your submittal is complete.

Because of the popularity of this program, we again expect this year's grant competition to be extremely competitive. To ensure that applications are of the highest possible quality, the C.S. Mott Foundation is funding a series of technical assistance workshops coordinated by the U.S. Department of Education, the National Association for Bilingual Education, and the National Community Education Association. Workshop locations and dates are available on our website or by calling 1-800-USA-LEARN. We strongly encourage applicants to consult extensively within their communities to ensure that parents, community organizations, businesses, arts and cultural organizations, and other youth development agencies can work in meaningful collaboration with the schools applying to become 21st Century Community Learning Centers.

The enclosed publication, *Beyond the Bell*, can help afterschool program staff plan and make good decisions in six critical areas: management, collaboration, programming, integration with the traditional school day, evaluation, and communication. It describes the characteristics of successful programs and provides resources and references that you may consult when preparing an application. We have also enclosed a copy of the Department's recent report, *21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families*. This report provides an overview of the program and the activities grantees are providing across the country. Finally, examples of successful applications and information about currently funded 21st Century Community Learning Center programs can be found on our website.

If you have any questions or need additional information concerning the program or the application process, the most reliable ways to contact us are by sending e-mail to 21stCCLC@ed.gov, by faxing us at 202-260-3420, or by visiting our website. Additional contact information is also provided in this package.

Robert M. Stonehill
Director, 21st Century Community Learning Centers Program

21st CENTURY COMMUNITY LEARNING CENTERS PROGRAM APPLICATION PACKAGE

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Application Checklist

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Assurances—Non-Construction Programs*
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Appendix:

- I. Authorizing statute
- II. Requirements of GEPA 427
- III. Requirements for Intergovernmental Review—Executive Order 12372*
- IV. Empowerment Zones and Enterprise Communities
- V. Performance Indicators
- VI. *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs* (abridged version)*
- VII. *21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families**

* These forms and publications are **not** included in the electronic version of the application package. The forms must be downloaded separately at ocfo.ed.gov/grntinfo/appforms.htm.

When the Clock Strikes 3...

It's 3 o'clock, and excitement is in the air. Instead of going to an empty home or to hang out on the streets, the children at Washington Junior High are headed to their *21st Century Community Learning Center* afterschool program. The *21st Century* program was planned and is being carried out jointly by the school, its PTA, and a network of community-based organizations including the YMCA, Girl Scouts, Rotary Club, the local arts council, and the nearby community college. Mike is rushing to hear some tips about tutoring third graders to read better, because tomorrow he will become a reading buddy at Lowell Elementary down the street. With nutritious snacks being served and the promise of seeing friends, the meeting is sure to be crowded. Meanwhile, Curtis is on his way to a session with the county environmentalist, who advises a service learning project involving 15 students from the program. Together with community and AmeriCorps volunteers, the students have spearheaded a clean up of the town's waste site. And, because this activity directly relates to what they're learning in Mrs. Rosenberg's science class, these students and their parents have noticed that their science grades have improved!

While Curtis is thinking about science, his friend Maya—an 8th grader who nearly dropped out of school before discovering her theatrical talent—is going to the drama group sponsored by the city's Theatre League. Because she uses a wheelchair, Maya has been reluctant to participate, but this year Maya has a lead role in the Fall musical, and her parents have noticed that her attendance and attitude towards school have improved considerably. Some students have gone to the nearby YMCA for swimming and others are involved in computer animation, water color painting, and creative writing courses sponsored by the community arts organization. In the homework help center, students are working with their America Counts tutors to boost their math achievement, and a group in the media center is learning how to hone their entrepreneurial skills by creating greeting cards and mugs, using the computers, to be sold at the PTA meeting next week. In the teachers' lounge, faculty members from the local college have been working with the Washington Junior High staff to encourage some of their brightest and most energetic students to think about careers in teaching. Later in the afternoon, these students will help some of the younger Head Start children recognize and pronounce the letters "U" and "N."

At 4 p.m., the students have a snack, and Pedro and five others will meet with Henrietta, a Washington graduate now attending college. Each week, Henrietta meets with a small group of students—her goal is to speak personally with every student in the school—to discuss the process of college admission and what courses to take in middle and high school to get on the path to college. Students ask questions about college life, how to pay for college, and how to get admitted. Next Wednesday, the group will visit the college. Pedro sees his older sister, Ana, and their grandfather going into the Center's computer lab. Ana is working on a slide presentation for her history class, and her grandfather is helping her use the computer to make an exciting graphics presentation. A mini-course on the Internet has improved her research papers and presentations.

It's now 5 o'clock. Many of the parents, students and faculty are headed home, but Dr. Shaw, the principal, is just returning to the Center. She greets Police Officer Myers, who has taken three students on a community "ride-along" and is now heading to the auditorium. There, a group of parents and teachers is sponsoring a community discussion about alcohol and drug abuse prevention, and they are expecting a big crowd. Bill and Gladys rush to tell Dr. Shaw that the Chess Club won the district championship and will be competing next month in the regional tournament.

Dr. Shaw makes a mental note to announce this at Saturday's advisory council meeting. The council — which includes representatives of the afterschool staff, all of the community-based partners, the police department, local businesses, faith-based organizations, students and parents — will be discussing how they can increase the number of volunteer tutors in the Center's reading and math programs and how they can expand the Center's fine arts program, which has proven more popular than anyone expected.

It's 6 p.m., and Pedro's father will soon arrive for his English as a Second Language class, which runs until 7 p.m. Next door to the ESL class, a group of senior citizens are huddled around a computer, documenting their experiences during the Depression and World War II. It's getting dark outside, but the lights of the school are still shining brightly on a neighborhood once characterized by high unemployment and dropout rates, low student achievement and violence and drug problems. The neighborhood is undergoing a transformation, and Washington Junior High School has become a hub of learning, recreation and community involvement for the neighborhood's children and adults alike.

It has become a *21st Century Community Learning Center*!

What is the 21st Century Community Learning Centers Program?

The 21st Century Community Learning Centers Program was established by Congress as Title X, Part I of the Elementary and Secondary Education Act (ESEA). The 21st Century Community Learning Centers program provides grants to rural and inner-city public schools, or consortia of such schools, to enable them – with the assistance of community partners – to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. 21st Century Community Learning Centers enable school districts to fund public schools as community education centers keeping children safe in the afterschool hours and providing academic enrichment, homework centers and tutors, and a range of cultural, developmental and recreational opportunities. In addition, lifelong learning activities are available for community members in a local school setting. School-based 21st Century Community Learning Centers that have been established around the country are providing safe, drug-free, supervised and cost-effective afterschool, weekend or summer havens for children, youth and their families.

The program is designed to target funds to high-need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish afterschool centers.

What is the definition of a 21st Century Community Learning Center?

A Community Learning Center is an entity *within a public elementary, middle or secondary school building* that (1) provides educational, recreational, health, and social service programs for residents of all ages within a local community, and (2) is operated by a local educational agency (LEA) in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities. An LEA—usually synonymous with a school district—is an entity that is legally responsible within a state for providing public education to elementary and secondary students. In some states this may include an entity performing a service function for public schools, such as an intermediate service agency. The full definition of this term is set out in Section 14101(18) of the Elementary and Secondary Education Act (20 U.S.C. 8801(18)).

Who is eligible to receive grants?

Rural or inner-city public elementary, middle, or secondary schools, consortia of such schools, or LEAs applying on their behalf, are eligible to receive a grant under the 21st Century Community Learning Centers Program. Grants must be administered by the public schools, and 21st Century Community Learning Centers must, by statutory definition, be located in public schools. Applicants must demonstrate that they meet the statutory program purpose as being either a “rural” or “inner-city” school or a consortium of those schools.

Must a school or district collaborate with other organizations?

Yes. Although only public schools or LEAs can directly receive grants under this program, schools applying for these grants must collaborate, to the extent possible, with other public and nonprofit agencies and organizations, businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges or universities), recreational, cultural, and other community service entities. Furthermore, the Department strongly encourages LEAs to submit applications jointly with community-based organizations experienced in providing before- and after-school services. By statute, applicants are required to describe in their applications “the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations.”

What is the definition of a “community-based organization”?

As defined in section 14101(4) of the ESEA, “the term ‘community-based organization’ means a public or private nonprofit organization of demonstrated effectiveness that (A) is representative of a community or significant segments of a community; and (B) provides educational or related services to individuals in the community.”

What will be the time period, size and number of grants?

Time period: By statute, a 21st Century Community Learning Center grant cannot exceed three years.

Size of grants: We estimate that the average grant awarded under this competition will be approximately \$500,000. At that level of funding, a grant typically supports 4 Community Learning Centers, at an average cost per Center of \$125,000. Costs per Center may be higher or lower, depending on the number of individuals served, the array of activities, and the availability of additional resources. An LEA with more than one school seeking to participate in this program is encouraged to submit a single application on their behalf, although very large LEAs may consider submitting more than one application, e.g., separate applications for school clusters in different neighborhoods. By statute, the Department will not consider for funding any application that requests less than \$35,000.

Number of grants: The Department estimates awarding approximately 400 new grants.

What kinds of program activities are required?

To receive a grant under this program, applicants must provide services that address the absolute priority and must address at least four of the program activities stated in the law, as described below:

- | | |
|---|---|
| (1) Literacy education programs; | (8) Telecommunications and technology education programs for individuals of all ages; |
| (2) Senior citizen programs; | (9) Parenting skills education programs; |
| (3) Children's day care services; | (10) Support and training for child day care providers; |
| (4) Integrated education, health, social service, recreational, or cultural programs; | (11) Employment counseling, training, and placement; |
| (5) Summer and weekend school programs in conjunction with recreation programs; | (12) Services for individuals who leave school before graduating from secondary school, regardless of the age of such individual; and |
| (6) Nutrition and health programs; | (13) Services for individuals with disabilities. |
| (7) Expanded library service hours to serve community needs; | |

Applicants should propose an array of *inclusive* and *supervised services* that include expanded learning opportunities (such as enriched instruction, tutoring, or homework assistance) for children. Applicants may also include a variety of other activities for children and community members, such as recreation; musical and artistic activities; health and nutrition programs; parent education classes; GED preparation; adult literacy courses; and opportunities to use advanced technology, particularly for those who do not have access to computers or telecommunications at home.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities.

What priorities apply to this competition?

There are three types of priorities for this competition: absolute, invitational, and competitive. The **absolute priority** is a strict requirement of each application, while the **invitational priority** is strongly encouraged but not strictly required. Finally, applications that address the **competitive priority** receive preference over other applications of equivalent merit. Each of the priorities for this competition is discussed below.

Absolute Priority:

The Department will fund only those applications that include, among the array of services required and authorized by the statute, activities that offer significant expanded learning opportunities for children and youth in the community and that contribute to reduced drug use and violence.

Invitational Priority:

The Department strongly encourages applications for projects that are jointly submitted by local educational agencies (or a consortium of local educational agencies) and community-based organizations with experience in providing before- and after-school services. However, an application that meets this invitational priority does not receive competitive or absolute preference over other applications (34 CFR 75.105(c)(1)).

Competitive Priority:

We will give preference to applications that will use a significant portion of the program funds to address substantial problems in an Empowerment Zone, including a Supplemental Empowerment Zone, or an Enterprise Community designated by the United States Department of Housing and Urban Development or the United States Department of Agriculture. We select an application that meets this competitive preference over an application of *comparable merit* that does not. [See Appendix IV for a current list of Empowerment Zones and Enterprise Communities.]

What selection criteria apply to this competition?

We will use five (5) criteria to evaluate applications for funding. The relative weights for each criterion are indicated in parentheses. Our intent in this section is to identify the selection criteria and help applicants understand how they will be applied during the review process. Each selection criterion is presented in bold type below and followed by supporting guidance regarding how the criterion applies to this competition. The peer reviewers of your application will use these criteria to guide their reviews, so it is in your interest to be familiar with them.

1) Need for project (30 points)

(A) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Suggestions/Guidance for applicants: We suggest that you provide a description of your community and the extent to which the proposed project is appropriate to, and will successfully address, the needs of the target population. In doing this, you may:

- (a) Cite the factors that place students at risk of educational failure, e.g., the poverty rates in the communities to be served, the percentage or rapid growth of limited English proficient students and adults, the percentage of Title I students, the dropout rates, and the literacy rates and education levels in the community. We suggest that you use specific and relevant data regarding the students and community members to be served by the project and the needs of the community.*
- (b) Describe how the proposed project will remedy the risk factors for each target population. Applicants are advised that a needs inventory may be helpful in determining the needs of the community and the gaps in the services that are available. The services to be provided should be closely tied to the identified needs.*

2) Quality of project design (30 points)

- (A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**
- (B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**
- (C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.**

Suggestions/Guidance for applicants: We suggest that you clearly describe the activities to be provided by the project and elaborate on how these goals and objectives are linked to the identified needs. Further, we suggest that you clearly delineate the roles to be played by each of the partners, describing who will do what, when, and where, to what ends, and with what anticipated results. It is also suggested that you carefully tailor your activities to address the specific needs of program participants and to achieve the desired outcomes. For example, explain how your project will provide services and activities during extended hours that are not currently available during the regular school day, how project staff will vary their approaches to help meet a child's individual needs, and how staff will collaborate with regular school day teachers to assess a student's needs.

Successful applicants are clear in addressing how specific activities in the project design will lend themselves to assisting students in their area(s) of need. For instance, merely asserting in an application that the project will assist students in meeting or exceeding local and state standards in core academic areas does not provide the reviewers of the application with a full understanding of how this will occur. It is our experience that successful applicants address the needs of potential dropouts and students otherwise at risk of academic failure, including students living in poverty and students with limited English proficiency.

Please include letters of commitment or memoranda of understanding that clearly indicate the role and capacity of each partnering organization discussed in the application. Applicants are advised that the quality of letters of support, with a clear demonstration of buy-in from senior administrators of the partnering organization, is more important than the quantity. It is our experience that the most successful applicants have involved their community partners in planning and writing the grant application, as well as in helping to implement the grant once awarded.

3) Adequacy of resources (15 points)

- (A) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.**
- (B) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.**

Suggestions/Guidance for applicants: We suggest you show that appropriate resources and personnel have been carefully allocated for the tasks and activities described in your application. Successful applicants make sure that their budget will adequately cover program expenses, including transportation. It is important to demonstrate how you will leverage existing school resources, such as computer labs, libraries, and classrooms to carry out your activities. We also suggest that you describe the resources that partners are contributing, such as the use of

community recreational areas, staff, supplies, etc. You are advised that costs should be allocated, and will be judged, against the scope of the project and its anticipated benefits. In past competitions, successful applicants provided evidence that their plans had the support of program designers, service providers, and participants.

*Please provide a detailed budget narrative that itemizes how you will use grant funds as well as funds from other sources. **Budgets must include funds for at least two project staff members to attend a two-day annual meeting of the 21st Century Community Learning Centers Program in Washington, DC, each year of the project. You must also include funds to cover travel and lodging expenses for at least three persons to attend two regional training activities during each year of the project.** Remember that grant funds cannot be used to purchase facilities or support new construction.*

4) Quality of the management plan (15 points)

- (A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (B) How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Suggestions/Guidance for applicants: Charts, timetables, and position descriptions for key staff are particularly helpful in describing the structure of your project and the procedures for managing it successfully. We recommend that you clearly spell out objectives, actors, events, beneficiaries, and anticipated results. It is our experience that successful projects budget for and employ a full-time project director and seek guidance and advice from a variety of members of the community. We also suggest that you address the issue of planning for sustainability after the grant period and elaborate upon how your school district and partnering organizations will assist in sustaining the project. It is our experience that successful projects describe the role and responsibility of all key staff, and plan and provide resources for ongoing staff development and training.

5) Quality of Project Evaluation. (10 points)

- (A) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Suggestions/Guidance for applicants: We suggest that you submit a strong evaluation plan that will shape the development of the project from the beginning of the grant period. The plan should include the program objectives and performance indicators (contained in Appendix V to this document) established under the Government Performance and Results Act (GPRA) for the 21st Century Community Learning Centers Program, clear benchmarks to monitor progress toward specific objectives, and outcome measures to assess impact on student learning and behavior. More specifically, the plan should identify the individual and/or organization that has agreed to

serve as the evaluator for the project and describe his/her qualifications. It should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will become available; and (7) how information will be used by the project to monitor progress and to provide accountability information to stakeholders about success at the project site(s).

We have found that successful applicants have included the evaluator in the actual writing of the grant application.

What reports are required from grantees?

Each year, grantees are required to submit an *Annual Performance Report (APR)* that describes project activities, accomplishments, and outcomes. The two purposes of the APR are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in the grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Center program. A copy of the 21st Century Community Learning Centers performance indicators, which were developed as required by the Government Performance and Results Act of 1993 (see below), is provided in Appendix V. The APR forms are available on our website: www.ed.gov/21stcclc/eval.html.

There are two types of data collected on the APR: descriptive data and achievement data. The sections of the APR that include descriptive data will be due to the Department approximately two months before the anniversary date of the grant, usually in April. The section of the APR containing achievement data must be submitted by all grantees on a due date to be set by the Department, usually in October. In the last year of the grant, in addition to the APR, a brief final report summarizing the major challenges and accomplishments achieved during the grant period will be required. This report is due no later than 90 days after the end of the grant.

Grantees are also required to participate in any national evaluations that the Department may conduct of the program.

What is the Government Performance and Results Act (GPRA)?

The Government Performance and Results Act (GPRA) of 1993 places new management requirements on Federal agencies, which must describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. One important source of program information on successes and lessons learned is from the evaluation that is conducted annually by each grantee.

The goal of the 21st Century Community Learning Centers Program is to enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of their communities. In implementing GPRA, the Department established three program objectives and eight performance indicators to measure how well those goals are being obtained. These objectives and

performance indicators are included in Appendix V to this application package, and have been incorporated into the data collection requirements of the APR.

What regulations apply to this program?

The following regulations are applicable to the 21st Century Community Learning Centers Program: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75, 77, 79, 80, 81, 82, 85, and 86, and (b) 34 CFR Part 299. The EDGAR regulations can be found on the Department's website: <http://ocfo.ed.gov/grntinfo/edgar.htm>.

How do I plan an effective afterschool program?

The publication *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs* is reproduced (in an abridged version) in the Appendix to this document. It is also available online at www.ncrel.org/after/bellkit.htm. *Beyond the Bell* is a timely and helpful publication to assist afterschool program staff to plan and make good decisions in six critical areas: management, collaboration, programming, integration with the traditional school day, evaluation, and communication. While the primary utility of the *Toolkit* is for afterschool programs already in existence, we believe that it can be extremely valuable for those in the planning stages as well.

What are the components of a high-quality afterschool program?

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool Programs*, there are eight components that are generally present in high-quality afterschool programs. These include:

- Goal Setting, Strong Management, and Sustainability
- Quality Afterschool Staffing
- Attention to Safety, Health, and Nutrition Issues
- Effective Partnerships with Community-Based Organizations, Juvenile Justice Agencies, Law Enforcement, and Youth Groups
- Strong Involvement of Families
- Enriching Learning Opportunities
- Linkages Between School-Day and Afterschool Personnel
- Evaluation of Program Progress and Effectiveness

Working for Children and Families is available online at www.ed.gov/pubs/parents/SafeSmart/. Applicants are encouraged to address as many of these components as possible in their application narrative.

How do I prepare an application for a 21st Century Community Learning Centers grant?

Carefully read the entire application package before beginning to prepare an application. The application package clearly identifies who is eligible to apply under this competition, what applicants must propose to do, what must be contained in an application, and what criteria will be used to evaluate applications. Copies of the authorizing statute as well as supplementary materials describing how to plan and manage high-quality Community Learning Centers are provided in the Appendix to this application package.

A completed application must contain the following sections, in the order provided below. Copies of all forms discussed in the following section are provided in the “Required Forms” part of this document.

1. **Cover Page.** Use ED Form 424 (Application for Federal Assistance).
2. **Program Summary and Abstract.** The applicant must provide the contact information and descriptive information requested. The abstract should briefly describe the community needs being addressed, including the participants to be served, the objectives and the activities proposed to meet them, and the intended outcomes. If there is not enough room on this form to provide all the required information, the applicant may include a continuation page.
3. **Table of Contents.** Include a one-page table of contents.
4. **Program Narrative.** Applicants are strongly encouraged to limit the application narrative to no more than 20 double-spaced, standard-type pages. In previous competitions, reviewers have found that applicants can successfully describe their programs within this limit. In preparing the Program Narrative, applicants should clearly keep in mind the selection criteria that will be used to evaluate applications, and ensure that each of these criteria is addressed. Applications should describe how activities are designed to assist students to meet or exceed state and local standards in core academic areas, as appropriate to each child. Applications must also describe how the schools will collaborate with community-based organizations and other agencies. Section §8244 of the statute (see Appendix I) describes some other factors applicants must address in their applications.
5. **Budget and Budget Narrative.** Use the enclosed ED Form 524 (Budget Information Non-Construction Programs) to provide a complete budget summary **for each year of the project**. Please provide a **brief** narrative that explains: (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the cost of evaluation; and (4) a detailed description, as applicable, explaining in-kind support or funding provided by partners in the project.
6. **Assurances and Required Forms.** Each of the forms and assurances provided in the “Required Forms” section must be completed and included in the application.

7. **Appendix.** Each application may be accompanied by an appendix, limited to the following:

- a) A list of consortium members or partners. List all consortia members or partners, contact persons, addresses, telephone and fax numbers. Letters of commitment should be included in this section of the Appendix to clearly document the role and contribution of each member.
- b) Evidence of previous success. Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities/services proposed in the narrative section of the application.
- c) Equitable Access and Participation. Section 427 requires every applicant (other than an individual person) to include in its application a description of the steps the applicant proposes to ensure **equitable access** to, and participation in, its Federally assisted program for students, teachers, and other program beneficiaries with special needs. Detailed instructions about how an applicant may comply with these requirements are provided in Appendix II.

Other attachments to the application are strongly discouraged! Reviewers will have a limited time to review applications, and their consideration of the application against the selection criteria will focus on the sections of the application and the appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, publications, press clippings, testimonial letters, etc., will not be reviewed nor will they be returned to the applicant.

How do I submit an application?

The deadline for transmitting applications is **Friday, March 30, 2001**. All applications must be received or **postmarked on or before** that date. This closing date and procedures for guaranteeing timely submission will be strictly observed. **No supplemental or revised information from applicants—including letters of recommendation mailed separately—will be accepted after the closing date, or after an application has been submitted.** Applications may be delivered by mail, courier or hand before the deadline date. We encourage applicants to carefully review the procedures for submitting their materials. If you have questions, they should be directed to the Application Control Center at 202-708-8493.

All applicants are encouraged to submit one signed original and four additional copies of the entire application, beginning with the Cover Page (ED Form 424). Applicants are also encouraged to submit all copies of the application together in one package, to ensure that the Application Control Center does not log in the same application more than once. **Do not send your application, or copies of your application, to any other address within the Department of Education.** Applications submitted by mail must be sent to the following address:

**21st Century Community Learning Centers
Attn: CFDA No. 84.287
U.S. Department of Education
Application Control Center
Regional Office Building 3, Room 3633
7th & D Streets, SW
Washington, DC 20202-4725**

To **prove that an application was transmitted in a timely manner**, an application must show proof of mailing consisting of one of the following:

1. A legibly dated U.S. Postal Service postmark.
2. A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
3. A dated shipping label, invoice, or receipt from a commercial carrier.
4. Any other proof of mailing acceptable to the U.S. Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary **does not** accept either of the following as proof of mailing:

1. A private metered postmark, or
2. A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office. Applicants are encouraged to use registered or first-class mail. Each late applicant will be notified that its application will not be considered.

Applications delivered by hand or by courier service must be taken to:

**U.S. Department of Education, Application Control Center
Regional Office Building 3, Room 3633
7th and D Streets, SW (D Street, SW, Entrance)
Washington, DC 20202-4725**

The Application Control Center will accept deliveries between **8:00 am and 4:00 pm (EST)** daily except Saturdays, Sundays, and Federal holidays. Individuals delivering applications must have proper identification and must use the D Street Entrance. In order for an application sent through a courier service to be considered timely, the courier service must be in receipt of the application on or before the closing date of March 30, 2001. All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment**. If you fail to receive a notification of application receipt within thirty (30) days from the closing date, call the Application Control Center at (202) 708-8493.

How can I get further information?

The quickest and most reliable way to get additional information about this program is by sending an e-mail inquiry to 21stCCLC@ed.gov. Applicants are also encouraged to periodically check the program's website, www.ed.gov/21stcclc, for new information or resources that can be useful in helping applicants to prepare high quality applications, such as copies of selected winning applications or notices of regional technical assistance workshops. You may also call or write Amanda Clyburn (phone: 202-260-3804; e-mail: amanda_clyburn@ed.gov) or Peter Eldridge (phone: 202-260-2514; e-mail: peter_eldridge@ed.gov) at the U.S. Department of Education, Office of Elementary and Secondary Education, 21st Century Community Learning Centers Program, 400 Maryland Ave, SW, Washington DC 20202-6175.

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Services (FIRS) at 1-800-877-8339 between 8:00 a.m. and 8:00 p.m., Eastern time, Monday through Friday. The Department provides information about grants and contract opportunities electronically in several ways:

ED Internet Home Page	www.ed.gov/GrantApps/
Office of the Chief Financial Officer (OCFO)	ocfo.ed.gov or gcs.ed.gov

Information about the Department's funding opportunities, including copies of application notices for other discretionary grant competitions, can also be viewed on the Department's website. However, the official application notice for a discretionary grant competition is the notice published in the *Federal Register*.

APPLICATION CHECKLIST AND REQUIRED FORMS

One original and four copies of the application are due by March 30, 2001!

A complete application must include, *in the order given below*, the following sections:

- ❑ The *Application for Federal Assistance* (ED Form 424), completed according to the instructions and signed by an authorized official (page 1)
- ❑ The *Program Summary and Abstract* (pages 2-3)
- ❑ The *Table of Contents* (page 4)
- ❑ The *Program Narrative* (no more than 20 pages double-spaced)

Required forms include:

- ❑ The *Budget* (ED Form 524) and brief *Budget Narrative*

The required assurances, certifications and disclosure forms, including:

- ❑ Assurances - Non-Construction Programs (Form OMB 424B)
- ❑ The certification regarding lobbying; debarment, suspension and other responsibility matters; and drug-free workplace requirements (Form ED-80-0013)
- ❑ The certification regarding debarment, suspension, ineligibility and voluntary exclusion-lower tier covered transactions (Form ED-80-0014)
- ❑ Disclosure of lobbying activities (Form LLL)
- ❑ If you are in a state that complies with Executive Order 12372, you must submit your application to the State Single Point of Contact and obtain clearance by May 30, 2001.
- ❑ The *Appendix*, providing only a list of consortium members or partners and letters of support or commitment; evidence of previous success (if applicable); and proposed steps to ensure equitable access and participation.

This form is for your own use and should not be submitted with your application!

NOTE: ALL ED GRANT APPLICATION FORMS MAY BE DOWNLOADED FROM THE WEB AT: ocfo.ed.gov/grntinfo/appforms.htm. The application packages available on our website do not contain the required forms, except for the Program Summary and Abstract form. The forms must be downloaded separately.

PROGRAM SUMMARY AND ABSTRACT

Name and address of applicant:

Contact information:

Name:

Phone:

Fax:

e-mail:

Name of each school that will become a CLC	Rural or Urban (R/U)	% Free or Reduced Lunch	% Limited English Proficient	# of students to be served by CLC	# of adults to be served by CLC
For the entire grant --	Total # of centers:	Average %:	Average %:	Total:	Total:

(Note: If more space is needed to list schools and statistics, please include this chart on a separate piece of paper.)

Student Populations Served (check all that apply):

Elementary School Middle School High School

Types of Community Partners (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> National Organizations (e.g., Boys & Girls Clubs, YMCA/YWCA, Big Brothers/Big Sisters) | <input type="checkbox"/> County or Municipal Agencies (e.g., police, Parks & Recreation, Social Services) |
| <input type="checkbox"/> Community-Based Organizations (local non-profits or foundations) | <input type="checkbox"/> Colleges or Universities |
| <input type="checkbox"/> Libraries or Museums | <input type="checkbox"/> Faith-Based Organizations |
| <input type="checkbox"/> Businesses | <input type="checkbox"/> Hospitals/Clinics/Health Providers |

List the name of each partner with the 21st Century Community Learning Center:

Page 2 -- Program Summary and Abstract

Services (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Reading or Literacy | <input type="checkbox"/> Sports or Recreation | <input type="checkbox"/> Health, Nutrition |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Technology, Video or Media | <input type="checkbox"/> Youth Development |
| <input type="checkbox"/> Science | <input type="checkbox"/> Community Service | <input type="checkbox"/> Services for Adults |
| <input type="checkbox"/> Art, Music, Dance, Theater | <input type="checkbox"/> Cultural Activities, Social Studies | |

Operating Hours: (check all that apply): Afterschool Weekend Summer Before school

Abstract. (In the space below, briefly describe the programs' goals, services and activities, and planned participants):

Appendix

- I. The Statute
- II. Requirements of GEPA 427
- III. Requirements for Intergovernmental Review – Executive Order 12372
- IV. List of Empowerment Zones and Enterprise Communities
- V. Performance Indicators
- VI. *Beyond the Bell: A Toolkit for Creating Effective Afterschool Programs* (abridged version)*
- VII. *21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families* (September 2000)*

* These publications are not provided in the application packages available on the U.S. Department of Education website. They must be downloaded separately. *Beyond the Bell* is available at www.ncrel.org/after/bellkit.htm and *21st Century Community Learning Centers* is available at www.ed.gov/pubs/Providing_Quality_Afterschool_Learning/index.html.

APPENDIX I. The Statute

UNITED STATES CODE ANNOTATED TITLE 20. EDUCATION CHAPTER 70--STRENGTHENING AND IMPROVEMENT OF ELEMENTARY AND SECONDARY SCHOOLS SUBCHAPTER X--PROGRAMS OF NATIONAL SIGNIFICANCE PART I--21st CENTURY COMMUNITY LEARNING CENTERS

§ 8241. Short title

This part may be cited as the "21st Century Community Learning Centers Act."

§ 8242. Findings

The Congress finds that--

(1) a local public school often serves as a center for the delivery of education and human resources for all members of a community;

(2) public schools, primarily in rural and inner city communities, should collaborate with other public and nonprofit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities, for the purpose of meeting the needs of, and expanding the opportunities available to, the residents of the communities served by such schools;

(3) by using school facilities, equipment, and resources, communities can promote a more efficient use of public education facilities, especially in rural and inner city areas where limited financial resources have enhanced the necessity for local public schools to become social service centers;

(4) the high technology, global economy of the 21st century will require lifelong learning to keep America's workforce competitive and successful, and local public schools should provide centers for lifelong learning and educational opportunities for individuals of all ages; and

(5) 21st Century Community Learning Centers enable the entire community to develop an education strategy that addresses the educational needs of all members of local communities.

§ 8243. Program authorization

(a) Grants by Secretary

The Secretary is authorized, in accordance with the provisions of this part, to award grants to rural and inner-city public elementary or secondary schools, or consortia of such schools, to enable such schools or consortia to plan, implement, or to expand projects that benefit the educational, health, social service, cultural, and recreational needs of a rural or inner-city community.

(b) Equitable distribution

In awarding grants under this part, the Secretary shall assure an equitable distribution of assistance among the States, among urban and rural areas of the United States, and among urban and rural areas of a State.

(c) Grant period

The Secretary shall award grants under this part for a period not to exceed 3 years.

(d) Amount

The Secretary shall not award a grant under this part in any fiscal year in an amount less than \$35,000.

§ 8244. Application required

(a) Application

To be eligible to receive a grant under this part, an elementary or secondary school or consortium shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably prescribe. Each such application shall include-

(1) a comprehensive local plan that enables the school or consortium to serve as a center for the delivery of education and human resources for members of a community;

(2) an evaluation of the needs, available resources, and goals and objectives for the proposed project in order to determine which activities will be undertaken to address such needs; and

(3) a description of the proposed project, including--

(A) a description of the mechanism that will be used to disseminate information in a manner that is understandable and accessible to the community;

(B) identification of Federal, State, and local programs to be merged or coordinated so that public resources may be maximized;

(C) description of the collaborative efforts to be undertaken by community-based organizations, related public agencies, businesses, or other appropriate organizations;

(D) a description of how the school or consortium will serve as a delivery center for existing and new services, especially for interactive telecommunication used for education and professional training; and

(E) an assurance that the school or consortium will establish a facility utilization policy that specifically states-

(i) the rules and regulations applicable to building and equipment use; and

(ii) supervision guidelines.

(b) Priority

The Secretary shall give priority to applications describing projects that offer a broad selection of services which address the needs of the community.

§ 8245. Uses of funds

Grants awarded under this part may be used to plan, implement, or expand community learning centers which include not less than four of the following activities:

(1) Literacy education programs.

(2) Senior citizen programs.

(3) Children's day care services.

(4) Integrated education, health, social service, recreational, or cultural programs.

(5) Summer and weekend school programs in conjunction with recreation programs.

(6) Nutrition and health programs.

(7) Expanded library service hours to serve community needs.

(8) Telecommunications and technology education programs for individuals of all ages.

(9) Parenting skills education programs.

(10) Support and training for child day care providers.

(11) Employment counseling, training, and placement.

(12) Services for individuals who leave school before graduating from secondary school, regardless of the age of such individual.

(13) Services for individuals with disabilities.

§ 8246. "Community learning center" defined

For the purpose of this part, the term "community learning center" means an entity within a public elementary or secondary school building that--

(1) provides educational, recreational, health, and social service programs for residents of all ages within a local community; and

(2) is operated by a local educational agency in conjunction with local governmental agencies, businesses, vocational education programs, institutions of higher education, community colleges, and cultural, recreational, and other community and human service entities.

§ 8247. Authorization of appropriations

There are authorized to be appropriated \$20,000,000 for fiscal year 1995, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out this part.

APPENDIX II. Requirements of GEPA 427

Requirements of GEPA 427

OMB Control No. 1801-0004 (Exp. 8/31/2001)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

APPENDIX III. Requirements for Intergovernmental Review – Executive Order 12372

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen federalism by relying on State and local processes for State and local government coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each of those States under the Executive order. A listing containing the Single Point of Contact for each State follows. In States that have not established a process or chosen a program for review, State, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from State, areawide, regional, and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372—84.287, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS

Note: In accordance with Executive Order #12372, this listing represents the designated State Single Points of Contact. Because participation is voluntary, some States and Territories no longer participate in the process. These include: Alabama, Alaska, American Samoa, Colorado, Connecticut, Hawaii, Idaho, Kansas, Louisiana, Massachusetts, Minnesota, Montana, Nebraska, New Jersey, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Vermont, Virginia, and Washington.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. However, an applicant is still eligible to apply for a grant or grants even if its respective State, Territory, Commonwealth, etc. does not have a State Single Point of Contact.

This publication by the U.S. Department of Education (ED or the Department) is an unofficial version of the State Single Point of Contact (SPOC) List published by the Office of Management and Budget (OMB). The Department has made every effort to ensure the accuracy of the information contained in this unofficial version. However, the only official version of the State Single Point of Contact (SPOC) List is posted on the Grants

Management section of the OMB web site:

<http://www.whitehouse.gov/omb/grants/spoc.html>.

STATE SINGLE POINTS OF CONTACT (SPOCs)

It is estimated that in 2000, the Federal Government will outlay \$283.5 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is a copy of the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided from the official version of this document from the OMB web page at the following address: <http://www.whitehouse.gov/omb/grants/spoc.html>

ARIZONA Joni Saad Arizona State Clearinghouse 3800 N. Central Avenue Fourteenth Floor Phoenix, Arizona 85012 Telephone: (602) 280-1315 FAX: (602) 280-8144 Jonis@ep.state.az.us	ARKANSAS Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Administration 1515 W. 7 th Street, Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 FAX: (501) 682-5206 Tlucopeland@dfa.state.ar.us
CALIFORNIA Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 FAX: (916) 323-3018 State.clearinghouse@opr.ca.gov	DELAWARE Charles H. Hopkins Executive Department Office of the Budget 540 S. Dupont Highway, 3 rd Floor Dover, Delaware 19901 Telephone: (302) 739-3323 FAX: (302) 739-5661 Chopkins@state.de.us
DISTRICT OF COLUMBIA Ron Seldon Office of Grants Management and Development 717 14 th Street, NW, Suite 1200 Washington, DC 20005 Telephone: (202) 727-1705 FAX: (202) 727-1617 ogmd-ogmd@dcm.gov	FLORIDA Cherie L. Trainor Florida State Clearinghouse Department of Community Affairs 2555 Shumard Oak Blvd. Tallahassee, Florida 32399-2100 Telephone: (850) 922-5438 FAX: (850) 414-0479 Telephone: (850) 414-5495 (direct) Cherie.trainor@dca.state.fl.us

<p>GEORGIA</p> <p>Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 FAX: (404) 656-7901 gach@mail.opb.state.ga.us</p>	<p>ILLINOIS</p> <p>Virginia Bova Department of Commerce and Community Affairs James R. Thompson Center 100 West Randolph, Suite 3-400 Chicago, Illinois 60601 Telephone: (312) 814-6028 FAX: (312) 814-1800 ybova@commerce.state.il.us</p>
<p>INDIANA</p> <p>Frances Williams State Budget Agency 212 State House Indianapolis, Indiana 46204-2796 Telephone: (317) 232-2972 FAX: (317) 233-3323 fwilliams@sbs.state.in.us</p>	<p>IOWA</p> <p>Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 FAX: (515) 242-4809 Steve.mccann@ided.state.ia.us</p>
<p>KENTUCKY</p> <p>Kevin J. Goldsmith, Director Sandra Brewer, Executive Secretary Intergovernmental Affairs Office of the Governor 700 Capitol Avenue Frankfort, Kentucky 40601 Telephone: (502) 564-2611 FAX: (502) 564-0437 kgoldsmith@mail.state.ky.us Sbrewer@mail.state.ky.us</p>	<p>MAINE</p> <p>Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 Telephone: (207) 287-1461 (direct) FAX: (207) 287-6489 Joyce.benson@state.me.us</p>
<p>MARYLAND</p> <p>Linda Janey Manager, Clearinghouse and Plan Review Unit Maryland Office of Planning 301 West Preston Street – Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 FAX: (410) 767-4480 linda@mail.op.state.md.us</p>	<p>MICHIGAN</p> <p>Richard Pfaff Southeast Michigan Council of Governments 660 Plaza Drive – Suite 1900 Detroit, Michigan 48226 Telephone: (313) 961-4266 FAX: (313) 961-4869 pfaff@semcog.org</p>
<p>MISSISSIPPI</p> <p>Catherine Mallette Clearinghouse Officer Department of Finance and Administration 550 High Street 303 Walters Sillers Building Jackson, Mississippi 39201-3087 Telephone: (601) 359-6762 FAX: (601) 359-6758</p>	<p>MISSOURI</p> <p>Lois Pohl Federal Assistance Clearinghouse Office of Administration P.O. Box 809 Jefferson Building, Room 915 Jefferson City, Missouri 65102 Telephone: (573) 751-4834 FAX: (573) 522-4395 pohl@mail.oa.state.mo.us</p>

NEVADA Heather Elliot Department of Administration State Clearinghouse 209 E. Musser Street, Room 200 Carson City, Nevada 89701 Telephone: (775) 684-0209 FAX: (775) 684-0260 Helliot@govmail.state.nv.us	NEW HAMPSHIRE Jeffrey H. Taylor Director, New Hampshire Office of State Planning Attn: Intergovernmental Review Process Mike Blake 2½ Beacon Street Concord, New Hampshire 03301 Telephone: (603) 271-2155 FAX: (603) 271-1728 Jtaylor@osp.state.nh.us
NEW MEXICO Ken Hughes Local Government Division Bataan Memorial Building – Room 201 Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 FAX: (505) 827-4948 khughes@dfa.state.nm.us	NORTH CAROLINA Jeanette Furney Department of Administration 1302 Mail Service Center Raleigh, North Carolina 27699-1302 Telephone: (919) 807-2323 FAX: (919) 733-9571 jeanette.furney@ncmail.net
NORTH DAKOTA Jim Boyd Division of Community Services 600 East Boulevard Ave., Dept. 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 FAX: (701) 328-2308 jboyd@state.nd.us	RHODE ISLAND Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence Rhode Island 02908-5870 Telephone: (401) 222-2093 FAX: (401) 222-2083 knelson@doa.state.ri.us
SOUTH CAROLINA Omeagia Burgess Budget and Control Board Office of State Budget 1122 Ladies Street – 12 th Floor Columbia, South Carolina 29201 Telephone: (803) 734-0494 FAX: (803) 734-0645 aburgess@budget.state.sc.us	TEXAS Tom Adams Governors Office Director, Intergovernmental Coordination P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 463-1771 FAX: (512) 936-2681 tadams@governor.state.tx.us
UTAH Carolyn B. Wright Utah State Clearinghouse Governor's Office of Planning and Budget State Capitol – Room 114 Salt Lake City, Utah 84114 Telephone: (801) 538-1535 FAX: (801) 538-1547 cwright@gov.state.ut.us	WEST VIRGINIA Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 FAX: (304) 558-3248 fcutlip@wvdo.org

WISCONSIN Jeff Smith Section Chief, Federal/State Relations Wisconsin Department of Administration 101 East Wilson Street – 6 th Floor P.O. Box 7868 Madison, WI 53707 Telephone: (608) 266-0267 FAX: (608) 267-6931 jeffrey.smith@doa.state.wi.us	WYOMING Sandy Ross Department of Administration and Information 2001 Capitol Avenue, Room 214 Cheyenne, Wyoming 82002 Telephone: (307) 777-5492 FAX: (307) 777-3696 sross1@missc.state.wy.us
GUAM Director Bureau of Budget and Management Research Office of the Governor P.O. Box 2950 Agana, Guam 96910 Telephone: (011) (671) 472-2285 FAX: (011) (671) 475-2825 jer@ns.gov.gu	PUERTO RICO Norma Burgos / José E. Caro Puerto Rico Planning Board Federal Proposals Review Office Minillas Government Center P.O. Box 41119 San Juan, Puerto Rico 00940-1119 Telephone: (787) 727-4444 (PRPB) Telephone: (787) 723-6190 (FPRO) FAX: (787) 724-3270
NORTH MARIANA ISLANDS Ms. Jacoba T. Seman Federal Programs Coordinator Office of Management and Budget Office of the Governor Saipan, MP 96950 Telephone: (011) (670) 664-2289 FAX: (011) (670) 664-2272 omb.jseman@saipan.com	VIRGIN ISLANDS Ira Mills Director, Office of Management & Budget #41 Norregade Emancipation Garden Station, Second Floor Saint Thomas, Virgin Islands 00802 Irmills@usvi.org

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to grants@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

APPENDIX IV. List of Empowerment Zones and Enterprise Communities

EMPOWERMENT ZONES AND ENTERPRISE COMMUNITIES

The Empowerment Zones and Enterprise Communities (EZ/EC) Initiative is an innovative approach to revitalization. It brings communities together through public and private partnerships to attract the investment necessary for sustainable economic and community development. The initiative recognizes that local communities, working together, can best identify and develop local solutions to the problems they face. The EZs and ECs have used their Federal seed money to create partnerships that have leveraged more than \$12 billion in public and private investment. Strategies resulting from these partnerships have generated jobs; provided business assistance and services; trained and educated youth and families; improved access to childcare, healthcare and transportation; and increased residents' safety and involvement in their neighborhoods.

Below is a listing of Empowerment Zones and Empowerment Communities provided by the US Department of Housing and Urban Development (HUD). To find out what category your school/and or district comes under, go to <http://www5.hud.gov/urban/default.asp>.

URBAN AND RURAL EMPOWERMENT ZONES (* indicates a rural zone)

California: Los Angeles, Oakland, Santa Ana, Riverside County*

Connecticut: New Haven

Florida: Miami/Dade County

Georgia: Atlanta, Cordele*

Illinois: Chicago, East St. Louis, Ullin*

Indiana: Gary, East Chicago

Kentucky: Kentucky Highlands* (Clinton, Jackson, and Wayne Counties)

Maryland: Baltimore

Massachusetts: Boston

Michigan: Detroit

Minnesota: Minneapolis

Mississippi: Mid-Delta* (Bolivar, Holmes, Humphreys, LeFlore, Sunflower, Washington Counties)

Missouri/Kansas: Kansas City

Missouri: St. Louis

New Jersey: Cumberland County

New York: New York (Harlem, Bronx)

North Dakota: Lake Agassiz *

Ohio: Cleveland, Cincinnati, Columbus

Ohio/West Virginia: Ironton/Huntington

Pennsylvania/New Jersey: Philadelphia/Camden

South Carolina: Columbia/Sumter*

South Dakota: Oglala Sioux Reservation in Pine Ridge*

Tennessee: Knoxville

Texas: Houston, El Paso, Rio Grande Valley* (Cameron, Hidalgo, Starr, and Willacy Counties)

Virginia: Norfolk/Portsmouth

URBAN AND RURAL ENTERPRISE COMMUNITIES (* indicates a rural community)

Alabama: Birmingham, Chambers County*, Greene County*, Sumter County*

Alaska: Juneau*

Arizona: Arizona Border* (Cochise, Santa Cruz and Yuma Counties), Phoenix, Window Rock*

Arkansas: East Central* (Cross, Lee, Monroe, and St. Francis Counties), Mississippi County*, Pulaski County

California: Imperial County*, Los Angeles, Huntington Park, San Diego, San Francisco, Bayview, Hunter's Point, Watsonville*, Orange Cove*

Colorado: Denver

Connecticut: Bridgeport, New Haven

Delaware: Wilmington

District of Columbia: Washington

Florida: Jackson County*, Miami, Dade County, Tampa, Immokalee*

Georgia: Albany, Central Savannah River* (Burke, Hancock, Jefferson, McDuffie, Tallafero, and Warren Counties), Crisp County*, Dooley County*

Hawaii: Kaunakakai*

Illinois: East St. Louis, Springfield

Indiana: Indianapolis, Austin*

Iowa: Des Moines

Kansas: Leoti*

Kentucky: Louisville, Bowling Green*

Louisiana: Macon Ridge* (Catahoula, Concordia, Franklin, Morehouse, and Tensas Parishes), New Orleans, Northeast Louisiana Delta* (Madison Parish), Ouachita Parish

Maine: Lewiston*

Massachusetts: Lowell, Springfield

Michigan: Five Cap*, Flint, Muskegon, Harrison*

Minnesota: Minneapolis, St. Paul

Mississippi: Jackson, North Delta Area* (Panola, Quitman, and Tallahatchie Counties)

Missouri: East Prairie*, St. Louis

Montana: Poplar*

Nebraska: Omaha

Nevada: Clarke County, Las Vegas

New Hampshire: Manchester

New Jersey: Newark

New Mexico: Albuquerque, La Jicarita* (Mora, Rio Arriba, Taos Counties), Deming*

New York: Albany, Schenectady, Troy, Buffalo, Newburg, Kingston, Rochester

North Carolina: Charlotte, Edgecombe, Halifax, Wilson*, Robeson Counties

Ohio: Akron, Columbus, Greater Portsmouth* (Scioto County)

Oklahoma: Choctaw, McCurtain Counties*, Oklahoma City, Ada*

Oregon: Josephine County*, Portland

Pennsylvania: Lock Haven*, Harrisburg, Pittsburgh, Uniontown*

Rhode Island: Providence

South Carolina: Hallandale*, Charleston, Williamsburg, Florence County*

South Dakota: Beadle, Spink Counties*

Tennessee: Fayette*, Haywood Counties*, Memphis, Nashville, Rutledge*

Tennessee/Kentucky: Scott, McCreary Counties*

Texas: Dallas, El Paso, San Antonio, Waco, Uvalde*

Utah: Ogden

Vermont: Burlington

Virginia: Accomack* (Northhampton County), Norfolk

Washington: Lower Yakima County*, Seattle, Tacoma, Collie*

West Virginia: Charleston*, Huntington, McDowell County*, West Central Appalachia* (Braxton, Clay, Fayette, Nicholas, and Roane)

Wisconsin: Milwaukee, Keshena*

APPENDIX V. Performance Indicators

21st Century Community Learning Centers Performance Indicators

GOAL: To enable public elementary and secondary schools to plan, implement, or expand extended learning opportunities for the benefit of the educational, health, social service, cultural, and recreational needs of their communities.

Objective 1 – Participants in 21st Century Community Learning Centers programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

- 1.1 Achievement.** Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.
- 1.2 Behavior.** Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2 – 21st Century Community Learning Centers will offer a range of high-quality educational, developmental, and recreational services.

- 2.1 Core educational services.** More than 85% of Centers will offer high quality services in core academic areas, e.g. reading and literacy, mathematics, and science.
- 2.2 Enrichment and support activities.** More than 85% of Centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.
- 2.3 Community involvement.** Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.
- 2.4 Services to parents and other adult community members.** More than 85% of Centers will offer services to parents, senior citizens, and other adult community members.
- 2.5 Extended hours.** More than 75% of Centers will offer services at least 15 hours a week on average and provide services when school is not in session, such as during the summer and holidays.

Objective 3 – 21st Century Community Learning Centers will serve children and community members with the greatest needs for expanded learning opportunities.

- 3.1 High-need communities.** More than 80% of Centers are located in high poverty communities.